



April Campbell
Nakeia Daniels
Veronica Dujon
Teresa Ferrer
Sen. Lew Frederick
Jeanine Fukuda
Karen Gray, Chair
Rob Larson
Rep. Teresa Alonzo-Leon
Marvin Lynn
Cecelia Monto
Rhonda Nese
Gustavo Olvera
Erin Prince
Cynthia Richardson
Tony Rosilez
Hilda Rosselli
Carlos Sequeira
Markisha Smith
Maria Dantas-Whitney

Educator Equity Advisory Group

April 19, 2018

1:00 – 4:00 pm

Parkrose School District Office

10636 NE Prescott St. Portland, Oregon 97220

Call-In Information (888) 557-8511

Access code: 5579138#

IN THE NATIONAL NEWS

<http://educationpost.org/heres-one-way-we-could-keep-more-black-male-educators-in-the-classroom/>

<https://www.opb.org/radio/programs/thinkoutloud/segment/talking-race-in-the-classroom/>

http://blogs.edweek.org/edweek/teacherbeat/2018/03/financial_incentives_work_teacher_diversity.html?utm_source=feedblitz&utm_medium=FeedBlitzRss&utm_campaign=teacherbeat

AGENDA

- 1) Welcome and Overview of Agenda—Karen Gray
- 2) Approval of February 22nd meeting notes—All
- 3) Update on COSA work group—Karen Gray
- 4) Update on Educator Advancement Council—Hilda Rosselli
- 5) Next step for Equity Plan Teams Convening on April 27th
 - a. Proposed Agenda—Cheryl Myers
 - b. Next steps
- 6) Debrief Educator Workforce Supply and Demand Event
 - a. Results of survey
 - b. Next steps
- 7) Update on the Oregon Teacher Scholars Program—Hilda Rosselli
- 8) Draft outline for 2018 Oregon Educator Equity Report—Hilda Rosselli
- 9) Check in on members' conversation with local community of color—ALL

10) Planning for the 2018 Summer Retreat—Karen

11) Update on request for disaggregated race data – Anthony Rosilez

12) Public Comment

- i) Members of the public wanting to give public testimony must sign in.*
- ii) There will only be one speaker from each group.*
- iii) Each individual speaker or group spokesman will have three (3) minutes.*

13) Review what you have committed to do—All

14) With whom will you share today's discussion?—All

15) Adjourn

All meetings of the Chief Education Office are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted online. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Angela Bluhm at 503-378-5152 or by email at Angela.Bluhm@state.or.us. Requests for accommodation should be made at least 48 hours in advance.



DRAFT NOTES

Attending:

x	Marvin Lynn		Nakeia Daniels		NON MEMBER ATTENDEES
x	Cecelia Monto	x	Chair Karen Gray	x	Trent Danowski
x	Teresa Ferrer	x	Hilda Rosselli	x	Chris Brantley
x	Veronica Dujon		April Campbell	x	Angela Bluhm - Amanuenses
	Sen. Lew Frederick	x	Erin Prince	x	Brandy Edward Latea - phone
	Rep. Teresa Alonso-Leon	x	Markisha Smith	x	Carina Smith - phone
x	Rob Larson	x	Jeanine Fukuda	x	Helen Richardson
x	Rhonda Nese - phone	x	Anthony Rosilez	x	Cheryl Myers
	Gustavo Olvera		Maria Dantas-Whitney		
x	Cynthia Richardson		Carlos Sequiera		

Agenda Item	Discussion Notes
Meeting Logistics 1) Introductions and Opening Remarks – Karen Gray a. Welcome to new member: Dr. Anthony Rosilez b. Introductions c. Update on COSA's priority d. Reminder--Conversations with our communities of color Action Item: Members visit CCOs and get back to the group at the next meeting. Send Hilda a list of who you are talking to	The meeting convened at 12:00 p.m. Introductions were made for those attending in person, those on the phone and those who were guests at the meeting. Karen announced the COSA Executive Leadership Committee's three priorities: 1. Early learning 2. Workforce dev and diversification for education 3. Social emotional learning/ wrap around services – we should consistently line up and de-silo the work we do statewide – we should match COSA, ODE, CEdO and vice /versa, so we all line up; embed equity Karen reminded the group about reporting back on getting on other equity groups agendas: vision to have each member visit a CCO (or two) with the goal that we bring back and have a conversation about their agendas and what they are talking about (reminder to GO TO THEM); Hilda sent list of who is talking to who – you can send who you are meeting to Hilda in the next couple of days and she will get it back out to everyone to avoid overlap
2) Review and approval of meeting notes Hilda to provide abbreviated notes for approval at the next meeting. Make plans now for reaching out to a community group. Let Hilda know when you have	Approval of meeting notes: The current version contains almost verbatim notes from our discussion of community conversations. Hilda wanted the group to be able to recall what was discussed. She will bring a more abbreviated version of the notes for approval to the next meeting. Karen clarified intention and hopes for each member to reach out in the next few months to a local community of color to learn more about their insights relative to our focus and to share what is learned at an upcoming meeting. She suggested that we ask to be a guest and to listen. If you need a suggestion, call Karen. We will plan to hear about these results at

Roadmap for COSA Workgroups

Start



Meeting Objectives

Introduce workgroup members and begin exploring, learning, and discussing key issues.

March
2nd

April
13th

Meeting Objectives

Continue to develop workgroup relationships as well as learning and discussion among workgroup members.



Meeting Objectives

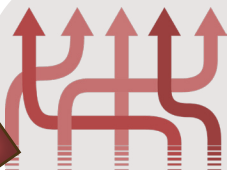
Continue learning and discussion. Share progress and related-interests between work groups. Begin to identify potential policy direction.

May
11th

June
19th

Meeting Objectives

Continue learning and discussion. Continue to discuss potential policy direction and begin to brainstorm potential policy concepts.



Meeting Objectives

Prioritize, refine, and coalesce around policy directions and concepts.

August
17th

Keep Going

identified a community organization that you intend to meet with.	our April meeting. Jeanine—suggested need to keep track of who is reaching out to whom. Members should let Hilda know who they are planning to contact. She can share a master list. Note: we will reconsider our meeting schedule at our summer retreat. Cecelia offered the use of Chemeketa as a site for Salem based meetings. Also, PSU may host the annual Ed Equity Retreat in Aug.
3) Elevator Speech Cards – Hilda Rosselli CEdO will send out the digital version out to everyone.	Ed Equity cards – first version given out, including goals, mission, and information on how to connect to the meetings. CEdO will send out the digital version out to everyone to duplicate for meetings they attend.
4) Convening Agenda and Advisory Group role at today's event – Cheryl Myers	Cheryl: Looking at all the different groups doing phenomenal work by themselves; we are going to think about what is in common, what can be leveraged, find out info about what each does, create an action plan, etc. Hilda: we have at least one member of every team represented today.
5) Update on Educator Workforce Supply and Demand Event – Hilda Rosselli Action Item: Let Hilda know if you have individuals to invite for the March 12th event or forward the Eventbrite link to them. Identify any educators of color or educator candidates of color who should be invited. Send ASAP to Hilda. OEA and Chalkboard will discuss possibilities for teacher subs.	March 12: Supply and Demand event taking place at OSU; you should have received an invite to register on Eventbrite – will be going out to public and private institutions and district superintendents. Very unique structure for this meeting (Socratic Seminar) ; OSU is not charging us for the room and they are picking up catering for the event (please thank them!); Timeframe is tight with 30 min welcome, introductions and overview. At 2pm part 1 of socratic discussion with district representatives seated in the center and ed prep and advisory members on the outside; facilitator is Parkrose Assistant Superintendent Michael Lopes; successes, needs, barriers, then 15 minutes for clarifying questions; Advisory members will be asked to notetake during the meeting, then we will post on screens around the room; at break, the room flips and ed prep folks will be in the center and districts on the outside; 4:15 will start prioritizing themes and solutions; Karen will then bring closure, summary, and next steps; NOT a one and done conversation – must have an outcome/action items Want teacher voice there - could we ask teachers of color from local area, e.g. Corvallis to come? Also would like candidates from ed prep programs. OEA and Chalkboard will discuss possibilities for teacher subs. ASK: Let Hilda know if you have nominations for this (including administrators) Erin is going to suggest two teaches from Corvallis area; Marvin offered to bring a couple of candidates; OEA may support costs; Helen suggested the questions be sent out in advance to participants. They will go out to Ed Equity Advisory members first for feedback

	CEdO is contracting with EdNW to do a report on workforce supply and demand – some participants from the March 12th meeting may be asked to help advise priority elements of the report (focused on rural needs, hard to fill positions and diversification of the workforce) Suggested we create a heat map showing diverse teachers based on metrics such as veteran, new, etc. Hilda will commit to consulting with the SLDS to do a heatmap when they have the data (maybe within 2 years) ; hope to be able to track if teachers were enrolled in dual credit, prep programs, was an instructional assistant, etc. Will be able to look at investments and discover if we are making an impact.
6) HB 2998 Update – Veronica Dujon	Veronica shared progress on implementation of HB 2998: transfer bill on helping students transfer credits most effectively from community colleges to universities; we know a lot of students move back and forth between colleges and universities – bill focusses on reducing lost credits (credits treated as elective credits) when moving; workgroup is working intensely on solving this issue. Work group includes faculty from CCs and Universities as well as advisors, counselors, and registrars. We have identified the four majors focusing on first to develop Unified Statewide Transfer Agreements (USTA) : 1. Education 2. English 3. Biology 4. Business (based on factors including class demand, employment needs, existing work underway, and lost credits in those majors). First task is stablishing a “safe” number of credits (30) for students that can transfer called a Foundation Curriculum; began with OTM and trimmed back and ended up with the 30 credits; pathway for math was a critical area of focus; needed to make adjustments for courses that are 3, 4, or 5 credits depending on the school. The work was submitted to the legislature; the work if transparent and progress from the work is available on Transferoregon.gov As we look at long term pathways, when students take dual credit classes in high school, these guidelines will be helpful in improving the transfer rate of courses to college and improved transferrability to any public university in Oregon Concerns: how does the work remain current over time? Next legislative session: 1. Develop digital platform for changes; 2. Oversight committee for resolution of any conflicts ; suggested that we make sure dual credit teachers are on the committee; if we can assure students that the classes they are taking will count; pipeline issue – take the class in high school, then when they get to college they can’t always take the classes (relating to education) that will feed their interest; Suggest that perhaps introductory or exploratory classes; ultimately looking for alignment.

7) Update on Request for Disaggregated Race Data – Rhonda Nese and Trent Danowski	Disaggregated race data: UofO wants to address students who are outstanding candidates who don't test well, concern for American Indian students who fail and then the community loses those future teachers; looking for testing barriers and biases; we want to be able to continue conversation and continue to have conversations with TSPC Chemeketa is starting to investigate that curriculum in base classes align with testing (ORELA); goal is to create online workbooks that students can jot down information as they encounter it in class to create a study guide for the test; would love to include UofO in the process TSPC: has been looking at barriers to entry issues; protocol moving forward – have met with Pierson and had discussion about getting the data (some places the samples are really small) so we look at more years to get a bigger sample; two ways that bias can show up -1. Content , 2. Administration; now working within TSPC to frame some questions and ask committees to look at data and set up probing questions to take to the full TSPC commission (June) for next steps (e.g. multiple ways that expertise can be demonstrated).
8) Public Comment	No public comment was offered.
9) Adjourn	Meeting adjourned at 1:20pm

Angela Bluhm, Amanuenses

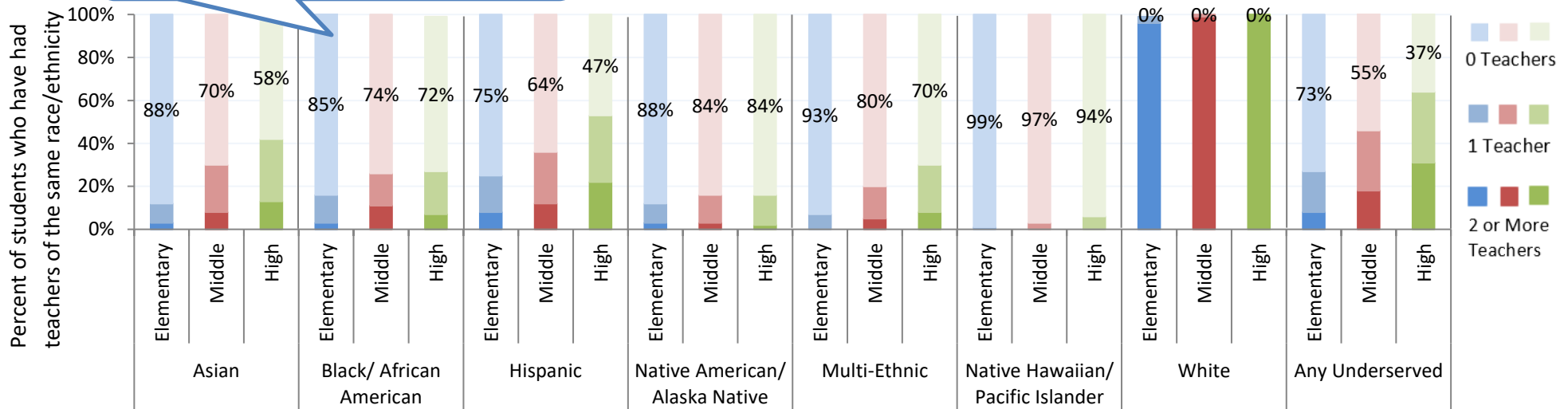
Student and Teacher Race/Ethnicity

Students and Teachers with the Same Race/Ethnicity

A very low percentage of non-white students in the Oregon public school population have had teachers with the same race/ethnicity as their own within the past three years¹. The figures in the chart below represent the percentage of students within a racial/ethnic group who have had zero teachers with the same race/ethnicity within the past three years, broken down by grade group². Of note, only 6% of Native Hawaiian/Pacific Islander high school students have had a Native Hawaiian/Pacific Islander teacher within the past three years. Also, only two-thirds of high school students in any underserved³ racial/ethnic group have had any teachers who also have an underserved race/ethnicity within the past three years.

85% of Black/African American elementary school students haven't had any Black/African American teachers in the past three years.

Students with Teachers of the Same Race/Ethnicity within the Past Three Years



¹ Data were pulled from the 2013-2014, 2014-2015, and 2015-2016 school years for students who were enrolled within their district for a full academic year, as of the first school day in May. Teachers were included if they were teaching a course on the first school day in May and were employed by the district on December 1 for at least 20 consecutive school days. Data are pulled from the Class Roster, Staff Position, and Cumulative ADM collections.

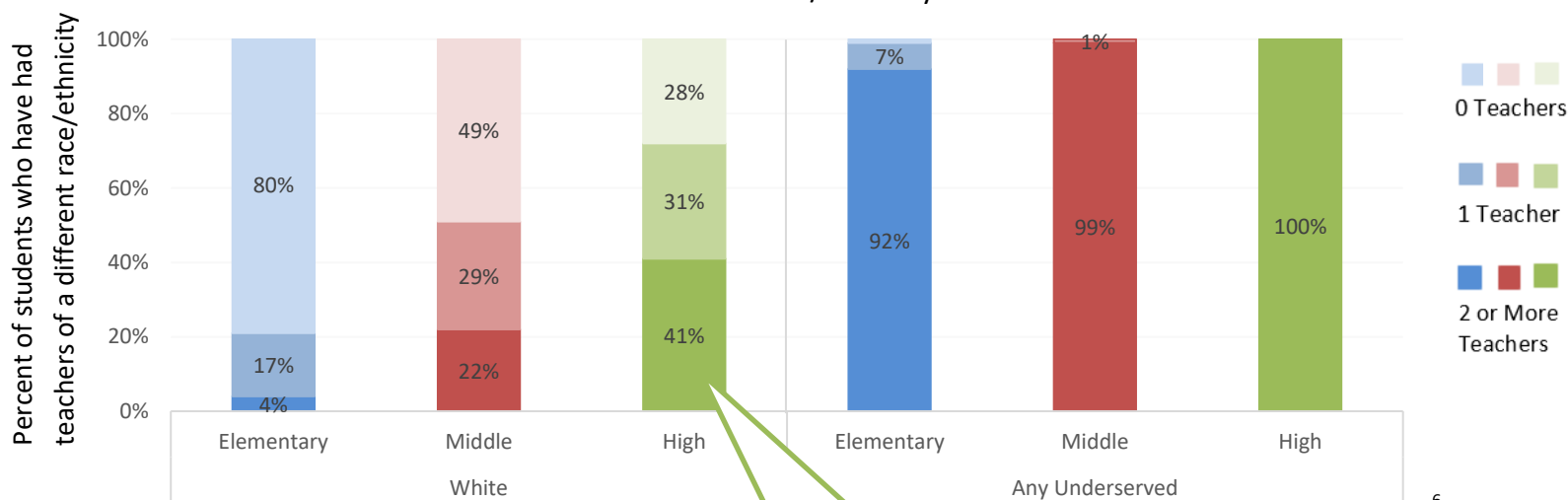
² Elementary is defined as grades KG – 5; Middle is defined as grades 6-8; High is defined as grades 9-12. Students' data are included in the grade group they were enrolled in during the 2015-2016 school year.

³ Underserved is defined as Black/African American, Hispanic, American Indian/Alaska Native, or Native Hawaiian/Pacific Islander.

Students and Teachers with a Different Race/Ethnicity

The chart below displays another way to look at these same data⁴, showing students who have had teachers of a different race/ethnicity than their own within the past three years. Of interest here, 72% of white high school⁵ aged students have had at least one teacher of a different race/ethnicity within the past three years, while only 21% of white elementary aged students have had this opportunity.

Students with Teachers of a Different Race/Ethnicity within the Past Three Years



41% of White high school students have had two or more teachers with a different race/ethnicity than theirs in the past three years.

⁴ Data were pulled from the 2013-2014, 2014-2015, and 2015-2016 school years for students who enrolled within their district for a full academic year, as of the first school day in May. Teachers were included if they were teaching a course on the first school day in May and were employed by the district on December 1 for at least 20 consecutive school days. Data are pulled from the Class Roster, Staff Position, and Cumulative ADM collections.

⁵ Elementary is defined as grades KG – 5; Middle is defined as grades 6-8; High is defined as grades 9-12. Students' data are included in the grade group they were enrolled in during the 2015-2016 school year.

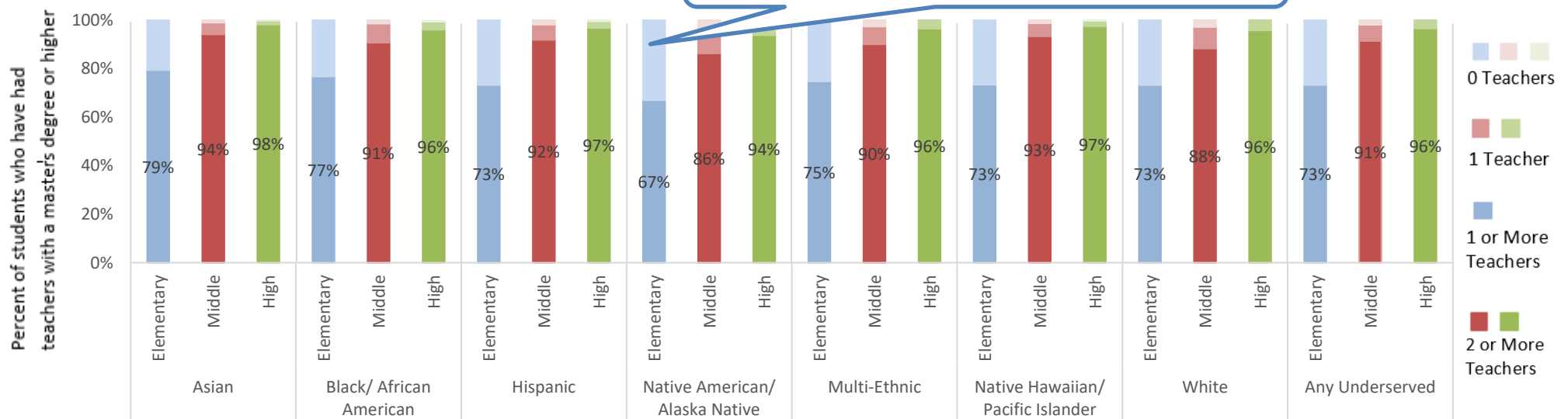
⁶ Underserved is defined as Black/African American, Hispanic, Native American/Alaska Native, or Native Hawaiian/Pacific Islander.

Students by Race/Ethnicity and the Level of Their Teacher's Education

The chart below displays the number of teachers who have acquired a master's degree or higher level of education, per student racial/ethnic group.⁷ Differences between racial/ethnic groups⁸ are similar across grade levels and race/ethnicity.

Students having Teachers with a Master's Degree or Higher

Only 67% of Native American/Alaska Native elementary school students have teachers with a Master's degree or higher.



There is some variation in educational opportunities for students based on their race/ethnicity. Research shows that race/ethnicity differences between teachers and students can affect subjective areas of education (Ehrenberg, Brewer, & Goldhaber, 1995), student behavior (Banks & McGee Banks, 2010), and achievement (Dee, 2004).⁹

⁷ Data were pulled from the 2015-2016 school year only, but meet the other requirements found in footnotes 4, 5, and 6 above.

⁸ Elementary School Student data only has two categories (1 or more Teacher and 0 Teachers) because elementary school students are often in self-contained classes, where only the homeroom is reported in the Class Roster collection.

⁹ Ehrenberg, R.G., Brewer, D.J., & Goldhaber, D.D. (1995). Do Teachers' Race, Gender, and Ethnicity Matter? Evidence from the National Educational Longitudinal Study of 1988. *ILR Review*, 48(3), 547-561.

Banks, J.A., & McGee Banks, C. A. (2010). *Multicultural Education Issues and Perspectives*. Hoboken, NJ: John Wiley & Sons.

Dee, T.S. (2004). Teachers, Race, and Student Achievement in a Randomized Experiment. *Review of Economics and Statistics*, 86(1), 195-210.

Oregon Equity Plan Teams Convening – Workforce-focused

April 27th, 10:00am-12pm, TBD meeting room

Invitees, representing:

- ✚ Oregon Educator Equity Advisory Group (EEAG)
- ✚ African American/Black Student Success Workgroup (AA)
- ✚ American Indian/Alaskan Native Advisory Group (AI/AN)

- ✚ English Learner Advisory Group (EL)
- ✚ Ethnic Studies Workgroup (ES)
- ✚ Superintendent's Community Advisory Group (CAG)

AGENDA

Convening Protocol:

- ✓ Be present.
- ✓ All are equals and respected as such; this is a safe space for authentic sharing.
- ✓ Avoid acronyms.
- ✓ Step up or step back: self-assess *"am I contributing too much or too little?"*
- ✓ We ask clarifying questions when needed and address issues, not individuals.
- ✓ Be appreciative.

10:00 - 10:20	Welcome and introductions
10:20 – 10:40	Review of Feb 22 nd meeting Proposed meeting outcomes: ▪ Increased awareness by attendees on key goals/plans across various groups ▪ Identification of common goals across groups focused on recruiting and retaining an educator workforce reflective of Oregon PK-12 student body ▪ Creation of shared commitments across groups to enhance student experiences/success
10:40 – 11:20	Interconnectedness of our work • Activity to identify where each group's work focuses on diversifying Oregon's educator workforce
11:20 – 11:35	Gallery walk
11:35 - 11:45	Identifying Group Priorities/Dot Voting
11:45 - 12 pm	Next Steps

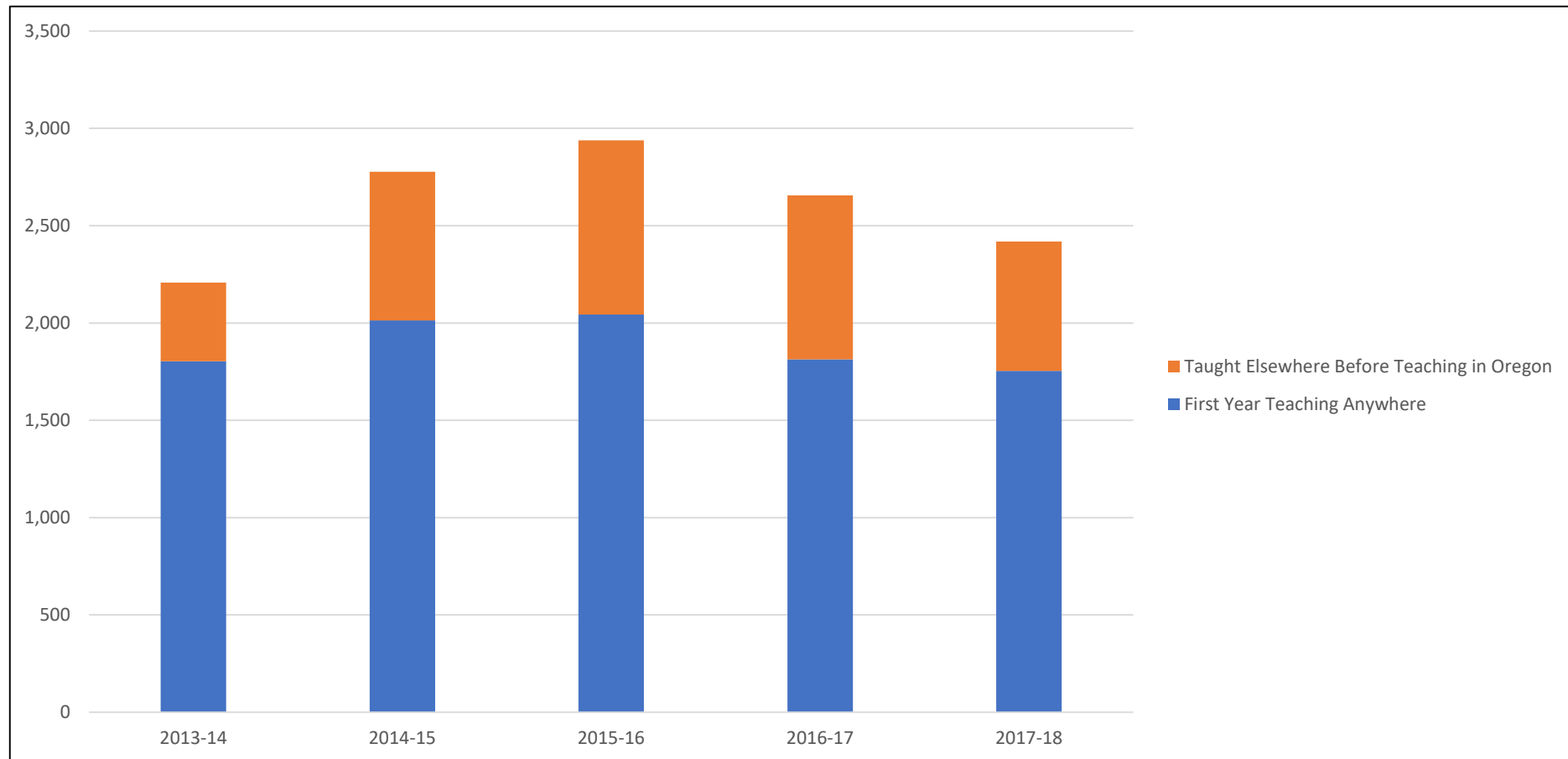
Additional Data Points for COSA Education Workforce Development Work Group

April 13, 2018

Provided by Chief Education Office

Data compiled from Oregon Department of Education staff and PSU faculty

New Hires by Experience



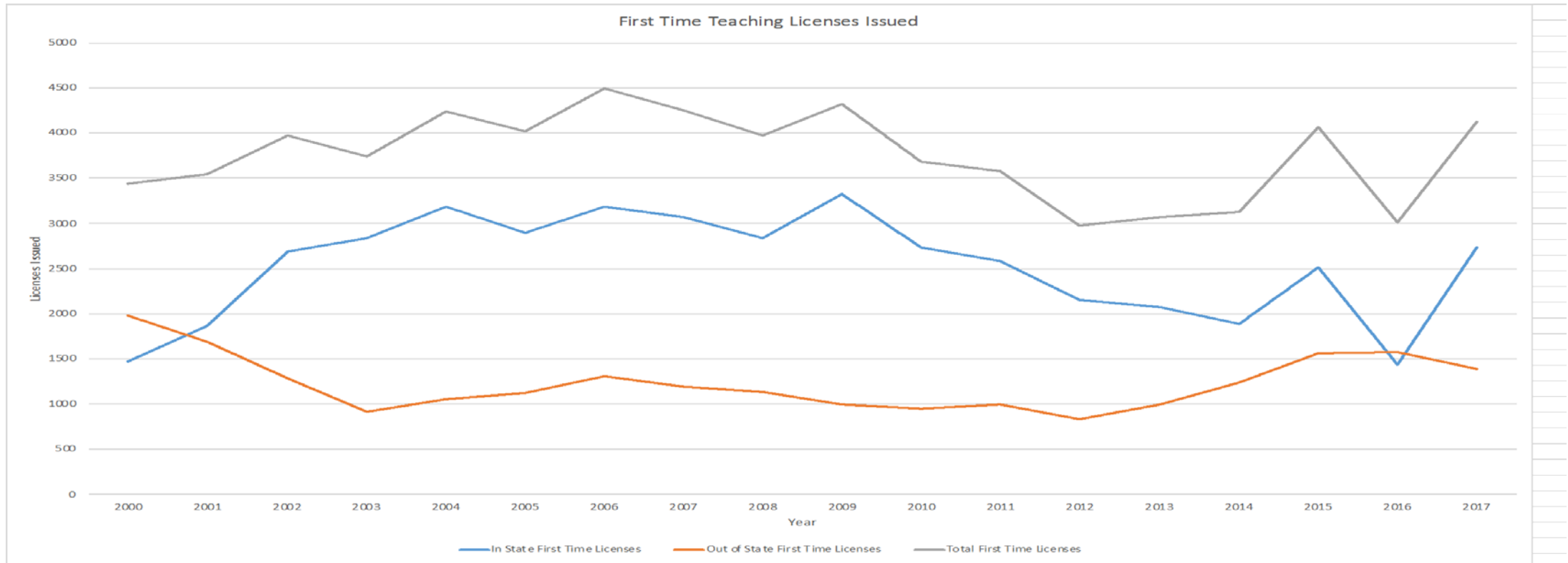
New Oregon Hires by Major Subject Areas

New Oregon Hires for Major Subject Areas									
	2014-15			2015-16			2016-17		
	Beginning New Hires*	Experienced New Hires**	Total New Hires	Beginning New Hires*	Experienced New Hires**	Total New Hires	Beginning New Hires*	Experienced New Hires**	Total New Hires
English Language Arts	249	124	373	218	112	330	203	108	311
Math	223	84	307	172	98	270	165	89	254
Science	170	64	234	145	69	214	135	62	197
Social Studies	173	58	231	139	50	189	122	57	179
Art and Music	108	44	152	113	57	170	99	42	141
Foreign Languages	71	30	101	57	30	87	66	26	92
Physical Education	122	33	155	127	45	172	115	39	154
Computer Science	40	23	63	41	18	59	30	12	42
Communication/Journalism	26	9	35	38	11	49	23	11	34
Business	27	11	38	14	6	20	19	5	24
Industrial Arts/Manuf.	11	1	12	19	4	23	17	0	17
Health Sciences	11	1	12	7	0	7	13	2	15
Agriculture	20	3	23	21	2	23	17	3	20
Human Services	4	0	4	3	4	7	5	0	5
Construction Trades	9	2	11	9	1	10	13	1	14
* First year teaching anywhere									
** Taught elsewhere before teaching in Oregon									
4.10.18 Compiled by B. Reeder, ODE									

Teacher Data

Attrition Patterns for Oregon First-Year Teachers*										
Demographic Group	Hired in 2014-15	Left After 1 Year	% Who Left	Left After 2 Years	% Who Left	Left After 3 Years	% Who Left	Total Attrition After 3 Years		
White Females	1,265	199	15.7%	84	6.6%	74	5.8%	28.2%		
Minority Females	160	16	10.0%	21	13.1%	8	5.0%	28.1%		
White Males	528	80	15.2%	31	5.9%	36	6.8%	27.8%		
Minority Males	60	11	18.3%	2	3.3%	5	8.3%	30.0%		
* First-year teachers are those who are in their first year of teaching anywhere.										
Teaching Subgroup	Hired in 2014-15	Left After 1 Year	% Who Left	Left After 2 Years	% Who Left	Left After 3 Years	% Who Left	Total Attrition After 3 Years		
Pre-K	29	9	31.0%	2	6.9%	1	3.4%	41.4%		
Kindergarten	93	10	10.8%	9	9.7%	8	8.6%	29.0%		
Elementary School	888	109	12.3%	53	6.0%	43	4.8%	23.1%		
Middle School	360	43	11.9%	18	5.0%	31	8.6%	25.6%		
High School	582	122	21.0%	43	7.4%	39	6.7%	35.1%		
Combined	61	13	21.3%	13	21.3%	1	1.6%	44.3%		
Special Education	196	29	14.8%	12	6.1%	17	8.7%	29.6%		
4.10.18 Compiled by B. Reeder, ODE										

TSPC First Time Licensure Data



For Licenses issued from 2000 - 11/7/2007 the following license types were used:

Initial	Teaching Licenses
1	1
2	2
3	3
4	4
5	5
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100	100

	6
Out of Transitional Teaching Licenses	

For Licenses Issued from 11/1/2007 - 12/31/2015 the following license types were used:

In State	Initial Teaching Licenses
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Out of Initial Teaching Licenses	
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For Licenses Issued after 1/1/2016 the following license types were used:

In Stat Preliminary Teaching Licenses	
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Out of Reciprocal Teaching Licenses

Bilingual Teacher Pathway Program Partnerships

- **Beaverton**
- **Canby**
- **David Douglas**
- **Gresham-Barlow**
- **Hillsboro**
- **North Clackamas**
- **Portland Public**
- **Salem-Keizer**
- **Tigard-Tualatin**
- **Woodburn**



Insights from PSU Bilingual Teacher Pathway

- Started in 1999 and graduated over 380 bilingual teachers over the years
- Major contributor to the production of Hispanic teachers in the state's overall Educator Preparation Program data
- Micro, Macro, Meso Factors defined by Dr. Esperanza De La Vega

Proposed Outline for 2018 Oregon Educator Equity Report

Prepared for Educator Equity Advisory Group

April 19, 2018

1. EXECUTIVE SUMMARY/ RECOMMENDATIONS
 - a. Summary table of 2018 data
 - b. Aligned with Key Take Aways
 - c. Reference to interactive infographic
 - d. Reference to COSA, Equity Plan Alignment
 - e. Education Equity top recommendations (take aways) for 2018-19
2. INTRODUCTION
 - a. Legislative Authority
 - b. Glossary
 - c. Educator Equity Advisory Group (link to page to sign up for meeting notices)
 - d. Update on 2017-18 Action Plan (link to Action Plan)
3. NEEDS
 - a. Data
 - i. New ODE Brief on Student and Teacher Diversity
 - ii. Change in top diverse districts (data for each in appendices)
 - b. Spotlight
 - c. Key Take Aways
4. RECRUITMENT
 - a. Data
 - i. Demographics of Oregon graduating class
 - ii. Demographics of Oregon Instructional Aides
 - b. Spotlight
 - i. Research—Community Cultural Wealth Framework to Explore Grow Your Own Programs-Gist, Bianco, & Lynn
 - ii. Klamath Community College and SOU Elementary Education program
 - iii. HB 2998 Unified Statewide Transfer Agreement in Education
 - c. Key Take Aways
5. PREPARATION—Teachers and Administrators
 - a. Data
 - i. Racial demographics for students enrolled in community colleges(reference raw data in Appendix);
 - ii. Racial demographics for students enrolled in public universities(reference raw data in Appendix);
 - iii. Racial demographics for students graduated from public universities(reference raw data in Appendix);
 - iv. New teacher licensure data broken out by undergrad and graduate levels
 - v. Graph showing Teacher Candidate Enrollment data by public and private (reference raw data in Appendix)

- vi. Graph showing Administrator Candidate Enrollment data by public and private (reference raw data in Appendix)
 - vii. Graph showing Teacher Candidate Completer data by public and private (reference raw data in Appendix)
 - 1. Would like to analyze this by content endorsement
 - viii. Graph showing Administrator Candidate Completer data by public and private (reference raw data in Appendix)
 - b. Spotlight
 - i. PSU Bilingual Teacher Pathway Program (Meso, micro, macro barriers)
 - ii. Oregon Teacher Scholars Program
 - iii. OSU Beaverton Program
 - iv. TSPC work on
 - c. Key Take Aways
6. EMPLOYMENT
- a. Data
 - i. Employed data on teachers, administrators, counselors, instructional assistants
 - ii. Is the supply exceeding the demand?
 - iii. Results from Supply and Demand Summit Survey
 - b. Spotlight
 - i. Actions that increase likelihood of new teacher success/retention
 - c. Key Take Aways
7. RETENTION
- a. Data
 - i. New ODE attrition table for first 3 years
 - b. Spotlight
 - i. District Equity Directors
 - ii. Eugene mapping of Equity and Professional Learning
 - iii. Salem Keizer Language and Culture Summer Institute
 - iv. Career advancement—NB, teacher leaders, teacher voice in school improvement/discipline procedures (Ingersoll findings)
 - c. Key Take Aways
8. APPENDICES
- a. Data
 - i. Diverse District Trend Data
 - ii. Test Scores
 - iii. HB 4044
 - iv. COSA Education Workforce Development
 - v. Oregon Educator Equity Advisory Group Members List

Other recommendations regarding format:

- 1. Rethink headers to be clearer for the reader
 - a. Different font sizes or colors would be better
- 2. Rethink margins and use of quotes
- 3. Other